

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**07x018**

**School Name:**

**PUBLIC SCHOOL 18, JOHN PETER ZENGER**

**Principal:**

**LAUREN SEWELL-WALKER**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 07X018  
School Type: Public Grades Served: Pre- Kindergarten – Grade 5  
School Address: 502 Morris Ave, Bronx, NY 10451  
Phone Number: 718-292-2868 Fax: 718-292-2862  
School Contact Person: Lauren Sewell-Walker Email Address: Lsewell3@schools.nyc.gov  
Principal: Lauren Sewell-Walker  
UFT Chapter Leader: Janice Badal  
Parents' Association President: Ana Rivera  
SLT Chairperson: Melissa Blady  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 07 Superintendent: Yolanda Torres  
Superintendent's Office Address: 501 Courtland Ave, Bronx, NY 10451  
Superintendent's Email Address: Ytorres5@schools.nyc.gov  
Phone Number: 718-742-6500 Fax: 718-742-6548

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 204 Network Leader: Diane Foley

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lauren Sewell-Walker	*Principal or Designee	
Janice Badal	*UFT Chapter Leader or Designee	
Ana Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Norma Ortega	Member/Community Learning School	
Melissa Blady	Member/ Grade 3 Teacher	
Randi Levine	Member/ Grade 4 Teacher	
Monica Montiel	Member/ Parent	
Kim Thomas	Member/Parent	
Oscar Torres	Member/Parent	
Rachelle Hurd	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 18, John Peter Zenger Elementary school is a Community Learning School, located in the Mott Haven section of the South Bronx. The school is comprised of 575 students from pre-kindergarten through grade 5, 65% are Hispanic, 5.32% Black, 2% Native Hawaiian/Other Pacific Islander, and 1% American Indian or Alaskan Native. The student body includes 24% English language learners and 27% special education students. Boys account for 54% of the students enrolled and girls account for 46%.

In keeping with our school's mission statement, we are a growing, learning institution dedicated to achieving high standards of academic excellence for all our students. The PS 18X school community continues to believe that every child can learn at higher levels if they are held to higher standards, and if they are supported by their teachers, parents and the community. Our efforts are focused on ensuring that every child who is educated in our CCLS aligned environment will ultimately be able to demonstrate college and career readiness.

We are meeting the needs of our diverse learners by effectively aligning monetary and human resources to design and or select programs and services that are reflective of the needs of our students as per our formative and summative data.

As a school we value professional learning and understand that this is at the core of student achievement. To this end, our school supports teachers by providing the following resources; data specialist, lead teacher, literacy coach, mathematics coach, Teacher Center specialist, targeted differentiated PD cycles, Generation Ready Literacy Specialist and Generation Ready Bilingual Specialist.

We are fortunate to be participants in the UFT/DOE sponsored Community Learning School Initiative. Through this partnership our students and teachers have been afforded many opportunities to expand upon teaching and learning that happens in our classrooms daily. We work collaboratively with; PWC Financial Literacy, Donors' Choose for Teachers, New York Yankees, Montefiore Mental Health Clinic, Colgate Dental Van, Helen Keller Foundation, Harlem RBI, New York Cares, Food Bank for New York City, New York Pops, Ballet Tech and Hostos Community College.

The social, emotional and physical growth of students is evident in the variety of activities provided before, during, and after school such as Student Council, basketball, art, dance, photography, music, chorus, journalism and assemblies acknowledging student effort and good behaviors that contribute to a positive communal learning environment.

Areas of celebration noted on our school's 2013-2014 Quality Review include; rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards, curricula-aligned assessment practices that inform instruction and aligned use of resources to support instructional goals that meet students' needs.

Our areas of focus include a need for regular evaluative school level decisions that support the expectations of

the Common Core Learning Standards, research-based effective instruction that yields high quality student work and support and evaluation of teachers through feedback using framework and analysis of learning outcomes.

The 2013-2014 English Language Arts and Mathematics State Exam results spawns a sense of urgency for all stakeholders. Review of the data indicated that 16% of our students were proficient in Mathematics, below the city average of 39% and on par with the district average of 16%, while in literacy, 7.1% of met the standards compared to the city average of 30% and the district average of 10%. In Science 75.9% of fourth graders met state standards. As a result, the entire school community is focused on improving the quality of teaching and learning that takes place in our classrooms daily by; participating in targeted professional development anchored to ADVANCE data, instituting scheduled blocks of time for literacy and mathematics instruction, instructing small groups daily and providing supplemental learning opportunities for students in need.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In consultation with our school stakeholders we evaluated the following data:

Based on an in depth analysis of the *School Quality Guide* and data files for Mathematics and English Language Arts

- In Mathematics, there was an increase of 5.4% in the number of students reaching proficiency on the NYS Mathematics Exam when compared to peer schools. In 2012-2013, their data indicated that 10.9% of students reached proficiency while for 2013-2014, the data indicated 16.3% of students achieved proficiency. Additionally, in 2012-2103, there was an increase in the average student proficiency rating indicated as 2.17 while in 2013-2014, there was an increase to 2.26. In 2013-2014, the Median Adjusted Growth for schools in the lowest one-third in Mathematics decreased by 4.1% when compared to the peer range. In 2012-2013, the data indicated 63.1% of the peer range, while in 2013-2014, data indicated 59%  
 In English Language Arts, there was a 0.8% decrease in the percentage of students meeting literacy standards. In 2012-2013, data indicated that 7.9% of students achieved proficiency, while in 2013-2014, 7.1% met literacy standards. There was an increase of 20.7% in the Median Adjusted Growth Percentile when compared to the peer schools. In 2012-13, the data indicated 45.7% of the peer range while in 2013-14, the data indicates 66.4% of the range.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to close the achievement gap for all students and to realize college readiness, it is essential to align curricula to the Common Core Standards across the content areas. By June 2015, there will be a 5% increase in student performance in Mathematics and English Language Arts as evidenced by an increase in achievement results on formative and summative assessments in alignment with the Citywide Expectations and CCLS.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-</li> </ul>			

<p>credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Teachers will engage in targeted professional learning opportunities in order to have a normed understanding of student achievement:</p> <ul style="list-style-type: none"> <li>Professional cycles of learning</li> <li>Instructional Rounds</li> <li>Model lessons</li> <li>Creating differentiated student work tasks to meet the needs of all students</li> <li>Focus on small group instruction</li> <li>Network, DOE Workshops</li> </ul>	<p>Teachers PreK-5 Instructional Support Staff</p>	<p>September 2014-June 2015</p>	<p>Network Specialists</p> <ul style="list-style-type: none"> <li>ELL</li> <li>SWD</li> <li>Literacy</li> <li>Math</li> </ul> <p>School-based Instructional Staff Consultants</p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Bilingual Services</li> </ul>
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> <li>Parent contact regarding student performance is a mandated school policy evidenced by parent contact, progress reports, PTC, Parent Engagement Tuesday, Monthly Grade Newsletters</li> <li>To expand the process for engaging parents in proactive and collaborative discussions that support student learning, the following parent involvement activities will be offered (Curriculum Workshops, PTC)</li> <li>Parent coordinator will conduct monthly parent workshops to support the connection between home and school in strengthening academic achievement</li> </ul>	<p>Parents Subgroups Parents of ELLs, SWD At-Risk Students</p> <p>Staff Members</p>	<p>September 2014-June 2015</p>	<p>Parent Coordinator Staff Members Administrative Team CLS Liaison</p>
<p>During early Fall 2014; using New York State test data, we will identify students failing to meet proficiency standards in English Language Arts and Mathematics.</p> <ul style="list-style-type: none"> <li>Reduce class size during Literacy and Mathematics instruction</li> <li>Implement blocked scheduling for Literacy and Mathematics</li> <li>Develop a Response to Intervention (RTI) plan to address the needs of students across all Intervention Tiers.</li> <li>Work closely with Academic Intervention Support and RTI Programs to ensure the needs of students are being addressed.</li> <li>Target identified students for after-school and Saturday programs geared toward enhancing student achievement.</li> </ul>	<p>Students PreK-5</p> <p>Teachers</p> <p>Educational Assistants</p>	<p>September 2014-June 2015</p>	<p>Network Specialists</p> <ul style="list-style-type: none"> <li>ELL</li> <li>SWD</li> <li>Literacy</li> <li>Math</li> </ul> <p>School-based Instructional Staff</p> <p>Generation Ready Consultants</p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Bilingual Services</li> </ul> <p>CBOs</p> <ul style="list-style-type: none"> <li>PWC</li> <li>Harlem RBI</li> </ul> <ul style="list-style-type: none"> <li>Administrative Team</li> </ul>

<ul style="list-style-type: none"> <li>• On-going meetings with the ESL Instructor and classroom teachers to address specific needs of students.</li> <li>• Provide ongoing opportunities for professional development, highlighting best instructional practices in English Language Arts and Mathematics for English Language Learners and SWD.</li> <li>• Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvement.</li> <li>• Work collaboratively with Community Based Organizations to provide academic intervention services for students.</li> </ul>			Staff Members
<p>Teacher teams will meet weekly during common planning periods to plan lessons and units of study that are rigorous, common core aligned , engaging that embed instructional supports for all learners.</p> <ul style="list-style-type: none"> <li>• Teachers will use baseline data, Benchmark Assessments, and all available student data (formal/informal assessments, conference notes, student’s portfolios etc.) to identify and prioritize instructional needs.</li> <li>• On a consistent basis, teacher teams will analyze and revise student work to determine the needs of all students across all curriculum areas and accountability groups.</li> </ul>	Teachers PreK-5 Instructional Support Staff Educational Assistants	September 2014-June 2015	<p>Network Specialists</p> <ul style="list-style-type: none"> <li>• ELL</li> <li>• SWD</li> <li>• Literacy</li> <li>• Math</li> </ul> <p>School-based Instructional Staff</p> <p>Generation Ready Consultants</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Bilingual Services</li> </ul> <p>Administrative Team</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- RTI, AIS Intervention Initiatives
- After-School Programs: Literacy, Mathematics, ELL
- Network Literacy and Mathematics Specialist
- Literacy and Bilingual Consultants
- Community Based Organizations: Harlem RBI, PWC
- Per session and per diem funding to support professional learning initiatives

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
Funding through CBOs: Harlem RBI and PWC								

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- School wide Benchmarks Assessments: September 2014, December 2014, March 2015, June 2015
- Mid-point – March 2015
- Unit of Study Performance Based Assessments (approximately every six weeks)
- Monthly unit assessments
- Conference notes, teacher observations (daily)

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Analysis of our school’s OORS Incident and Suspension Report, School Quality Snapshot (2013-2014) and NYC School Survey (2013-2014)) revealed that core priority areas of need are: Safety and Attendance. The OORS Incident and Suspension Report revealed an elevated number of incidents reported from 76 in 2012- 2013 to 98 in 2013-2014. Additionally, 51% of teachers believe that order and discipline are maintained as identified in the School’s Quality Snapshot and NYC Survey Report as compared to the citywide average of 81%. Our student attendance rose from 89% in 2012-2013 to 91% in 2013-2014. Despite the increase, 33.2% of our students are deemed chronically absent compared to the city wide rate of 21.6%

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the students will participate in programs and initiatives designed to foster and maintain a supportive inclusive learning environment that contributes to success of all students as measured by student work products and survey responses as well as a reduction in documented OORS and attendance issues

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Instructional After School Support Programs <ul style="list-style-type: none"> <li>• Academic (Literacy, Mathematics, ELL) After School Programs</li> <li>• Sports After-School Programs</li> <li>• Arts (Music, Dance) After-School Program</li> </ul>	Students Subgroups ELLs, SWD At-risk	November 2014-June 2015	Teachers Parent Coordinator Administrative Team CLS Liaison
Our school will have effective systems in place to help create a safe and respectful school environment. <ul style="list-style-type: none"> <li>• Staff and students will be trained in a PBIS system setting forth behavior expectations and consequences</li> </ul>	Students Subgroups ELLs, SWD At-risk	November 2014-June 2015	Teachers Parent Coordinator Administrative Team CLS Liaison

<ul style="list-style-type: none"> <li>• for infractions.</li> <li>• School Safety Team Meetings</li> <li>• Beehive ( PBIS Incentive Program)</li> <li>• Parent Workshops</li> <li>• Student Council</li> <li>• School Spirit Activities</li> <li>• Provide support for teachers/classes with students in crisis</li> <li>• Daily announcements to highlight positive school observations, birthdays, attendance</li> <li>• Student of the Month</li> </ul>			
<b>Attendance Improvement</b> <ul style="list-style-type: none"> <li>• Attendance Teacher</li> <li>• Weekly Attendance Team Meetings</li> <li>• Daily recognition of class with the best attendance (morning announcement P.A. system)</li> <li>• Monthly recognition of students with the best attendance(Bulletin Board, certificates, parent letters)</li> <li>• Monthly recognition of class with the best attendance(Trips, Bulletin Board, P.A. announcement)</li> <li>• Teacher monitoring of attendance</li> <li>• Parent Attendance Workshops</li> <li>• Increase Parent Outreach -Continued calls to parents of students who are absent</li> </ul>	Students Subgroup Chronically Absent Students  Parents  Teachers	September 2014-June 2015	Attendance Teacher  Attendance Team  Guidance Counselor  Pupil Accounting Secretary

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Helen Keller International Foundation  
 Lincoln Medical and Mental Health Center  
 Bronx Health Reach  
 Fairway Supermarket  
 Guidance/I.E.P. Team  
 Attendance Team  
 Per session and per diem funding to support school wide initiatives

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Weekly and monthly review of attendance reports  
 Weekly review of OORS reports  
 Weekly Administrative Special Education and Counseling Meetings  
 Unit assessments: After-School Academic Programs  
 Mid-point Review: January 2015

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

With the adoption of the Common Core Standards and the high academic expectations that accompany those standards, a more refined planning and execution of lessons that meet the expectations will be implemented. Our 2013-2014 Quality Review identified research-based effective instruction as an area of focus for our school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 80% increase in the number of teachers who will share in capacity building roles to improve teacher practice as evidenced by teacher facilitated professional learning opportunities and formal and informal observations, particularly those with a concentration of ELLs, SWD, “at-risk” students.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams will meet weekly during common planning times to modify the units of study and plan lessons to ensure rigorous, activities that heighten student engagement and embed instructional supports for all learners. <ul style="list-style-type: none"> <li>• Weekly Professionals (C6R –Common Planning)</li> <li>• Schedules for Grades Pre-K – 5 have been organized so that all grades have additional common preps daily</li> <li>• Grade Teams and Vertical Teams – Tuesdays 3:00 p.m. – 3:35 p.m.</li> </ul>	Classroom Teachers, Instructional Support Staff	September 2014-June 2015	Generation Ready Literacy and Bilingual Consultants School-Based Instructional Leaders Network Support Specialists Teacher Effectiveness Coach

<p>Teachers will view the <i>Framework for Teaching</i> as a formative tool for growth and use it to set professional goals within components of Danielson Framework for Teaching.</p> <ul style="list-style-type: none"> <li>• In order for teachers to reflect on their daily instructional practice and students’ academic progress, it will be beneficial for teachers to create and articulate S.M.A.R.T. goals that are connected to components within the Danielson Framework for Teaching.</li> <li>• The Administrative Team will work closely with NYCDOE Talent Coach to norm Danielson component ratings and rationales.</li> <li>• The Administrative Team will track teacher component ratings to identify and provide differentiated professional development.</li> </ul>	<p>Classroom Teachers, Instructional Support Staff</p>	<p>September 2014-June 2015</p>	<p>Generation Ready Literacy and Bilingual Consultants School-Based Instructional Leaders Network Support Specialists Teacher Effectiveness Coach Administrative Team</p>
<p>Design and implement Professional Learning Cycles</p> <ul style="list-style-type: none"> <li>• Professional Learning Community Cycles will consist of three sessions. During these sessions teacher will participate in training anchored to the Teaching Framework (Sessions 1 and 2 are training sessions, session 3, teacher presentation)</li> <li>• Within each cycle teachers will be required to present information to colleagues; demonstrating the implementation of such practices in their classrooms. The sole purpose of the presentations is to foster an environment where teachers engage in collaborative conversations focused on pedagogy and student learning.</li> </ul>	<p>Classroom Teachers Instructional Support Staff Educational Assistants</p>	<p>September 2014-June 2015</p>	<p>Generation Ready Literacy and Bilingual Consultants School-Based Instructional Leaders Network Support Specialists Teacher Effectiveness Coach Administrative Team</p>
<p>Differentiated professional development will be provided to all teachers with an emphasis on quality questioning, small group instruction and improving lesson and unit planning, particularly those with a concentration on ELLs, SWD and “at-risk” students.</p> <ul style="list-style-type: none"> <li>• Differentiated professional learning on Mondays 2:20 pm.</li> <li>• Monday Professional Learning 2:20 p.m. - 3:40 p.m.</li> <li>• Teacher Teams and Vertical Teams planning meetings on Tuesdays, 3:00 p.m. – 3:35 p.m.</li> <li>• Inter-visitations</li> <li>• Instructional Rounds</li> <li>• Administrative observations</li> <li>• Administrative Professional Conversations</li> <li>• Instructional Coaches will model lessons and create working lab sites that will demonstrate well-developed teacher practices.</li> </ul>	<p>Classroom Teachers Instructional Support Staff Educational Assistants</p>	<p>September 2014-June 2015</p>	<p>Generation Ready Literacy and Bilingual Consultants School-Based Instructional Leaders Network Support Specialists Teacher Effectiveness Coach Administrative Team</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Generation Literacy Coach
- Generation Ready Bilingual Coach
- Learn and Lead
- Engage NY
- Teacher Effectiveness Coach
- Administrative Team
- Attend City Wide and Network literacy, ELL and mathematics professional development and turnkey to staff.
- Per session and per diem funding to support professional learning initiatives

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Mid-point Benchmark – January 2015
- Review of observations aligned to Danielson Framework for Teaching
- Review of school wide benchmark data

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback from the Quality Review (2013) and analysis of ADVANCE teacher observations reports (2013) reveal that there are inconsistent teaching practices across our school resulting in varying levels of instruction, assessment practices, and supports provided for subgroups. As a result of this feedback and data analysis, improvement in teacher pedagogy and practices must be supported and monitored.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will demonstrate improved classroom practice as measured by implementation of actionable teacher feedback that articulates clear expectations for teacher practice as evidenced by classroom visitations and observations both formal and informal.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Improve pedagogical practice through frequent cycles of observations with actionable feedback <ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Professional Conversations</li> <li>• Timely Feedback</li> <li>• Formal &amp; informal cycles of observations conducted by administrators</li> <li>• “Look-For” walkthroughs after workshops</li> </ul>	Teachers	September 2014-June 2015	Administrative Team Talent Coach Teacher Effectiveness Coach

<ul style="list-style-type: none"> <li>• Administrative Calibration Meetings</li> <li>• Administrative Workshops</li> <li>• Professional Conversations: Administrative Team will engage in conversations with teachers after observations to note their findings and to determine if teachers understand how they were rated. This allows for misunderstandings to be clarified and to experience the Framework in a real-world manner.</li> </ul>			
<p>School leaders will create and adhere to a schedule for teacher observation and formative feedback aligned to <i>Danielson Framework for Teaching</i>.</p> <ul style="list-style-type: none"> <li>• School leaders will document and track observation evidence and feedback</li> <li>• School leaders will meet with teachers in a timely manner to share formative feedback and next steps</li> <li>• School leaders will document and track observation evidence and feedback</li> <li>• Teachers and Administrative Team will engage in on-going collaboration and coaching cycles to analyze student work products.</li> </ul>	Teachers	September 2014-June 2015	Administrative Team Talent Coach Teacher Effectiveness Coach
<p>Subgroups of staff members will be identified through observations to participate in targeted professional development for the 2014-2105 school year.</p> <ul style="list-style-type: none"> <li>• Educational Assistants</li> <li>• Teacher subgroups</li> </ul>	Teachers Educational Assistants	September 2014-June 2015	Administrative Team Talent Coach Teacher Effectiveness Coach
<p>Administrative Team development and training that is provided by both school district and NYCDOE</p> <ul style="list-style-type: none"> <li>• Calibration of informal observations</li> <li>• District/NYCDOE sponsored Danielson Framework Workshops</li> </ul>	Administrative Team	September 2014-June 2015	Administrative Team Talent Coach Teacher Effectiveness Coach

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principal, Talent Coach, Teacher Effectiveness coach
- School-based instructional coaches
- Network Instructional specialists
- Talent Coach
- Teacher Effectiveness Coach
- Book Resource: *Implementing the Framework for Teaching in Enhancing Professional Practice* by Charlotte Danielson

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point: January 2015

Formal and informal teacher observations where evidence of implementation of best practices will be looked for.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |  |    |
|--|--|-----|--|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |  |    |

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After careful review of data from various sources (sign-in sheets, parent surveys, teacher discussions, School Snapshot) we determined that as a school community, we need to increase parental/guardian involvement and engagement through targeted parent/guardian workshops and celebrations to promote academic success for students.

In recognition of the impact of parental support and strong home/school connections on student progress, our goal is to create opportunities for parents to be connected, informed and involved with our school community.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of parents/guardians will receive consistent and relevant information to better meet their children’s academic needs, specifically ELL and SWD, and will be invited to participate in school wide parent initiative activities as evidenced by invitations sent out and agenda and attendance sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Translation services provided for parents; <ul style="list-style-type: none"> <li>• Open School Night</li> <li>• Parent Engagement Tuesdays</li> <li>• P.A. meetings</li> <li>• School notices and correspondence and all other school business</li> </ul>	Parents	September 2014-June 2015	Teachers Parent Coordinator CLS Liaison

<ul style="list-style-type: none"> <li>• Parent Engagement Tuesdays</li> </ul> <p>Teachers provide opportunities for parents / guardians to become informed about the curriculum and expectations</p> <ul style="list-style-type: none"> <li>• Parent Workshops</li> <li>• Parent Engagement Tuesdays</li> <li>• Phone Blaster</li> <li>• Newsletters</li> <li>• Classroom Learning Celebrations, to which parents are invited, take place in each classroom at least 2 times per year.</li> <li>• Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.</li> <li>• Homework tasks require daily parent/guardian signature and feedback.</li> </ul>			
<p>Provide opportunities for parents to become involved in school wide activities.</p> <ul style="list-style-type: none"> <li>• Maintain parent coordinator and teacher support to serve as a liaison between the school and families.</li> <li>• Parent trips- Museums, Library, Broadway Plays</li> <li>• Student Arts Performances</li> <li>• Parent Engagement Tuesdays</li> <li>• Family Day</li> <li>• Holiday Giveaways</li> <li>• Cookshop for Families</li> <li>• CLS Activities-Financial Literacy, Foodbank, SNAP, Literacy and Mathematics Workshops</li> <li>• Parent Coordinator Monthly Workshops</li> <li>• P.A. Meetings</li> </ul>	Parents	September 2014-June 2014	Teachers Parent Coordinator CLS Liaison

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• CBOs</li> <li>• Parent Coordinator</li> <li>• Teachers and Administrative Team</li> <li>• Community Learning School Initiative</li> </ul>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	Grants	
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Attendance at meetings will be measured by attendance sign in sheets. Based on the number of attendees, the meeting times will be adjusted to meet the needs of the parents.

Mid-point: January 2015

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELA scale score Assessment data is used to determine the need for student intervention services. e.g. ELA State Exam scores, hold –overs, DRA reading levels, unit assessments	Literacy Curriculum Is modified to ensure it is aligned to the Common Core Standards. Teachers also provide Guided Reading lessons, conferences, Interactive Read Alouds, Interactive Writing and Shared Reading Lessons to support and enhance the needs of students. Response to Intervention Specialist assists struggling students needing Tier 2 &3 intervention to determine a plan of actions and services for students in need. <b>Computer Based Programs –</b> Raz Kids Reading A to Z , Imagine Learning, Study Island.	Services are provided in whole /small group or one- to-one, push – in as needed.	Services are provided during the school day and after school and on Saturdays.
<b>Mathematics</b>	Math scale score Assessment data is used to	Teachers also provide Guided Mathematics	Teachers provide guided math instruction in a	Services are provided during the school day and after

	determine student intervention services. e.g. Math State Exam Scores, hold-overs, base-line, mid-line and end line, unit assessments	lessons and conferences. Response to Intervention Specialist assists struggling students needing Tier 2 &3 intervention to determine a plan of actions and services for students in need. <b>Support</b> On the Go Math Study Island Go Math School based created curriculum aligned to CCLS	small group setting. One-to-one conferences are also incorporated to ensure students' individual needs are met.	school and on Saturdays.
<b>Science</b>	Science Assessment data is used to determine student intervention services.	Lessons are aligned to the Common Core Standards. Additional support is provided by the science cluster teacher for all grades.	Services are provided in whole /small group or one- to-one as needed	Services are provided during the school day.
<b>Social Studies</b>	Social Studies Assessment data is used to determine student intervention services.	Lessons are aligned to the Common Core Standards. The teachers use non-fiction Social Studies content to create units of study that support teaching literacy through the content areas.	Teachers provide extra instructional support in a small group setting. One-to-one conferences are also incorporated to ensure students' individual needs are met.	Services are provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students deemed at risk: social behavioral, emotional, academic needs	The school <b>guidance counselor</b> works on addressing study skills, stress/anger management, relaxation techniques, peer counseling, grief	Services are provided in a small group or one-to-one setting depending on the needs of each individual student.	At risk students are pulled out to provide services during the school day. If students need further services the school implementation team arranges with

		<p>counseling, conflict resolution and goal setting.</p> <p>The <b>mandated psychologist</b> meets with at risk and mandated students and recommends outside services as needed.</p> <p>The <b>physical education teacher</b> will provide relaxation techniques through yoga.</p> <p>The <b>school nurse</b> trains asthmatic students on asthma care and prevention (Open Airways)</p>		<p>parent for student to receive additional services as needed.</p>
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## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PS 18 attracts highly qualified teachers by our rigorous interview protocols:</p> <ul style="list-style-type: none"> <li>• Our hiring committee discusses interview questions and demo lessons prior to interviews.</li> <li>• Candidates interviews with Instructional Team, then Administrative Team and finally provides a demonstration lesson with students from P.S. 18.</li> <li>• Attendance at recruitment fairs and Open House Fairs for New Teacher</li> <li>• Open Market search for candidates</li> <li>• </li> </ul> <p>PS 18 retains and nurtures teachers by:</p> <ul style="list-style-type: none"> <li>• Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2014-2015. Title I funds will be set aside to assist such teachers to become highly qualified (ex. Reimbursement for tuition cost, workshop attendance, etc.).</li> <li>• Providing on-going professional development opportunities to all members of the instructional community, especially new teachers.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>We understand that the most successful teachers are teachers who feel supported. Therefore, we are implementing strategies that support teaching and learning.</p> <ul style="list-style-type: none"> <li>• Staff members are encouraged to advocate for their professional development, by being reflective and vocal about their professional needs. We surveyed teachers to establish areas in which they desire additional professional development, in conjunction to the year-long professional development workshops and institutes offered.</li> <li>• Professional development will be delivered by highly qualified personnel; Literacy and Mathematics Coaches/Teacher Center Specialist, Network Specialists and AUSSIE consultants. A Bilingual Literacy Specialist (Generation Ready) will work specifically with bilingual and ESL teachers to tailor professional development to the needs of our ELL population.</li> </ul>

- Professional Learning Community Cycles will consist of three sessions. During these sessions teachers will participate in training anchored to the Teaching Framework. Within each cycle, teachers will be required to present information to colleagues; demonstrating the implementation of such practices in their classrooms. The sole purpose of the presentations is to foster an environment where teachers engage in collaborative conversations focused on pedagogy and student learning.
- Differentiated professional development is provided in order to meet the needs of each subgroup; educational assistants, Bilingual/ESL Team, Instructional Support Team, SWD Team, Grade Teams
- Staff meets via; Weekly grade conferences, daily common planning periods, Professional Learning Mondays, Grade Institutes to address a variety of topics aligned with the Common Core.
- Administrators will attend professional development workshops sponsored by the Network, District 7 and the Office of Teacher Effectiveness.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Students from preschool are registered based on parent choice for Kindergarten. Parents are supported through the registration process by the pupil accounting secretary, the ESL teacher, the I.E.P teacher and the parent coordinator. In addition our school offers tours and an Open House for parents and students who are transitioning into the elementary school.

The current pre-k curriculum in the school is aligned with the common core curriculum and teachers from grades PK-2 work together to overview completed curriculum units, review student work samples, analyze data and assist in making adjustments to curriculum units as needed.

- Kindergarten orientation provided for parents of incoming Kindergarten children.
- Screening of incoming Kindergarten students for more heterogeneous grouping.
- The sharing of records between Pre- Kindergarten and Kindergarten teachers.
- Articulation between Pre- Kindergarten and Kindergarten teachers.

- Meetings with Turning Five Team
- Pre-K teachers participate in early childhood professional development

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participated on the Measures of Student Learning (MOSL) Selection Team to determine assessments which would be utilized for the 2014-2015 school year. . Additionally, teachers have an opportunity to participate in designing internal school assessments such as Performance Based Assessments (PBA) and end-of-unit assessments as well as class assignments and tasks which assess students' performance and achievement. Teachers participate in weekly grade meetings and teacher team meetings where they review student work generated by students on their respective grades. They engage in data analysis to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. Decision making and review of multiple assessment measures are embedded in weekly professional learning sessions. Funds are set aside to provide sub coverage and per session for professional development for teachers and support staff in all grades. The school's Administrative Team meets with grade teams to analyze and monitor academic progress of identified students and provide feedback detailing next steps in instruction for these students. Administrators also monitor implementation of intervention/enrichment strategies and activities for student subgroups through formal and informal observations.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	\$461,132	X	10, 13, 22
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$150,685	X	10, 18, 23,
Title III, Part A	Federal	\$15,608	X	10,15,16,22
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$6,185,216	X	10, 13,22
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**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **Parent Involvement Policy (PIP)**

P.S. 18's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- P.S. 18 actively involves parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. These activities take place during School Leadership Team meetings and Parent-Association Meetings in addition to Title I meetings.
- Parent members of the Title I committee are invited to discuss and decide on how to spend the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- The Title I committee will ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- P.S. 18 has a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides parent workshops, and translation support. Having a desk on the first floor in close proximity to the main entrance, enables our Parent Coordinator to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities planned for parents each month and file a report with the central office.
- Parent workshops are conducted monthly addressing topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

- Student Proficiency Levels, Annual School Report Card, Progress, School Quality Snapshot, and Learning Environment Survey Report are discussed with parents at School Leadership Team Meetings, Parent Association Meetings and at parent-teacher Conferences.
- The required Annual Title I Parent Meeting held (on or before December 1<sup>st</sup> of each school year) advising parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Nine Parent Association meetings are held throughout the year. Two meetings are held in the evening. There are four quarterly meeting held with the PA Executive Board. School Leadership Team Meetings are held monthly with additional meetings scheduled as needed. Meetings take place after school. Information about the school's educational program and other initiatives of the Chancellor are shared. Parents are encouraged to provide suggestions as to how the school community can better meet the needs of the students and parents we serve. Parent suggestions that were acted upon include the adoption of a school uniform policy and revising the pedestrian flow of traffic in schoolyard during dismissal.
- All critical school documents are translated and translators are available during all meetings and events.

P.S. 18 will further encourage school-level parental involvement by:

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year such as Holiday and Spring Concerts, Annual Art Show, Science Fair, Family Day and Parent Trips.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee.
- A Parent Engagement Bulletin Board is set up in the Lobby and maintained by Parent Coordinator.
- Provide written progress reports that are periodically (three times a year) given to keep parents informed of their children's progress;
- Distribute a school calendar designed to keep parents informed about school activities

### **SCHOOL-PARENT COMPACT**

P.S. 18, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- Instruction is delivered through the Workshop Model of Instruction in all academic areas.
- Students receive instruction in the Arts (Visual Art and Music), Library/Media, and Physical Education which provides our students with a well-rounded education.
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Respecting cultural, racial and ethnic differences is imbedded throughout the curriculum and incorporated into school activities.
- Curriculum in all subject areas is aligned to the Common Core State Learning Standards.
- All instruction is delivered by highly qualified teachers. If and when a teacher is not highly qualified, parents will be notified as required by the No Child Left Behind (NCLB) Act.
- Data is collected monthly and analyzed quarterly and used to drive instruction.
- All special education mandates will be followed and students' instruction driven by IEP goals.

- Academic Intervention Services (Tier I and Tier II) will be provided to students to help them meet the standards.
- English Language Learners will be serviced with a combination of push-in and Transitional Bilingual models and further supported by Title III intervention.

*Support home-school relationships and improve communication by:*

- Parent-Teacher Conferences will be held in November 2014 and March 2015 during which time the individual child's achievement will be discussed as well as how this Compact is related.
- Report cards will be distributed three times a year, November, March and June.
- Progress Reports/Goals will be distributed three times a year.
- Annual Title I Parent Meeting was held for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- To respect the rights of limited English proficient families, interpretation services are made available at all parent meetings and workshops. To the best of our ability, all notices and information sent home to parents is translated in order to ensure participation in their child's education.
- Information related to school and parent programs, meetings and other activities is sent to parents of participating children in a monthly school calendar. School messenger/blast is used to send reminders to parents about upcoming important events. Messages and calendar are sent in a language that parents can understand.
- Parents are involved in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- The Parent Involvement Policy and School-Parent Compact is distributed and discussed with parents each year at a Parent Association meeting.

*Provide parents reasonable access to staff by:*

- Staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Teachers will meet with parents of at-risk students on an on-going basis. Teachers will meet with parents before school, after school, and during their preparation periods during the day.
- Parents have been notified of the procedures to arrange an appointment with their child's teacher or other school staff member.
- Opportunities are provided for parents to participate in both school-wide and classroom activities which will include but is not limited to observing classroom instruction during Open School Week.

*Provide general support to parents by:*

- Providing a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Providing assistance to parents in understanding standards and assessments and how to monitor their child's progress by providing opportunities for parents to attend workshops that address academic progress and achievement.
- Sharing best practices for effective communication, collaboration and partnering with all members of the school community.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

## **II. Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.

- To insure that all immunizations are up to date as well as all other health issues are addressed.
- Attend PA meetings on a regular basis.
- Check and assist my child in completing homework tasks and reading logs as they are assigned.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes).
- Set limits to the amount of time my child watches television or plays video games.
- Promote positive use of extracurricular time such as, extended day learning opportunities, team sports and/or quality family time.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child including adhering to the uniform policy.
- Volunteer in my child's school or assist from my home as time permits(school trips, PTA functions)
- Participate, as appropriate, in the decisions relating to my child's education including but not limited to attending parent workshops offered by the school community.
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district and keep current information on school documents such as the Blue Cards.
- Respond to surveys, feedback forms and notices when requested.
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams.
- Share responsibility for the improved academic achievement of my child.

### **III. Student Responsibilities:**

- complete my homework and submit all assignments on time;
- making up missed assignments including class work when absent from school
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- always think about my future with college and career

•



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: John Peter Zenger	DBN: 07X018
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: PS 18 will conduct an ELL Institute that will focus on immigrant students who are at different levels of proficiency. This institute is based on the five essential components of reading instruction, which the New York City Department of Education has woven into its Children’s First Initiative. The Children’s First Initiative provides clear opportunity for early literacy learning, etc. This year’s ESL after school program will target the bottom 1/3 of our LEP students. The students will be grouped according to their grade.

Services will be provided in a Title III funded after school program that will meet for 13 sessions beginning January and ending May on Fridays for 1 1/2 hours from 2:30 p.m. to 4:00 p.m. There will be three teachers employed for 13 sessions. The On Our Way To English program will be part of the Title III program during the per session activities. The students will also be preparing for the NYSESLAT using Empire State NYSESLAT ESL/ELL workbook. The teachers will be providing the students with strategies and skills they will be able to apply to further support them in literacy. Three teachers will be certified in ESL and/or Bilingual Education. The program provides domain-based instruction which includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. It also provides engaging online and digital tools that motivate English language learners.

The program will enrich the English proficiency of the participating students by allowing teachers to incorporate a balanced literacy program where whole language and related arts add strength to each other. It is a research based program that improves the oral language of students by integrating prior knowledge, vocabulary and other skills appropriate for LEPS to enrich their comprehension in reading so that they can become successful speakers, readers and writers. The students’ success will be measured by utilizing Learning Standards for English as a Second Language 1 and 3. In addition, P.S. 18 also offers the Imagine Learning English Program, which is aligned to the five elements of reading as identified by the National Reading Panel- phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element, oral language. This program is used at least 3 times a week for about 20 minutes a day as a supplement to further enhance the ELL students’ Second Language capabilities.

**Part C: Professional Development**

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our school's professional development program for teachers and other staff responsible for the delivery of instruction and services to the immigrant students is based on implementation of the On Our Way to English program and the unpacking of the NYSESLAT. The ESL Coordinator will turn-key to the teachers who will be working in the Title III program. Ms. Eva Pacheco, Bilingual Staff Developer, also provides professional development to the teachers working the Title III program. The ESL Coordinator meets with the teachers every other Tuesday for an hour and Ms. Pacheco meets all day as follows:

October 15, 23

November 4, 18, 25

December 2

January 6, 20, 27

February 3

The ESL Coordinator also attends the following workshops and turn-keys the skills and knowledge gained from the learning opportunities provided by the training sessions to the rest of the staff. These workshops have proven to be helpful and instructional, so we will continue to prepare our ELL's staff in preparation for the writing of the LAP and administering of the NYSESLAT during the 2014-2015 school year.

- Technical support in writing the LAP
- District support staff for NYSESLAT
- Preparing ELLs for the ELA and NYSESLAT Assessments
- Title III Technical Support
- Compliance with Program Mandates for ELLs
- Professional Development Institutes (UFT Teacher Center)
- Office of English Language Learning (OELL)
- CFN 204 Liaison/Instructional Meetings
- BESIS Technical Support

### Part C: Professional Development

Other professional development activities that will take place this year include study groups, bilingual meetings and classroom demos with Ms. Eva Pacheco, Bilingual Staff Developer. These activities will be for all teachers responsible for the delivery of instruction and services to limited English proficient students. The professional development will provide teachers with specific comprehensive skills development combined with practice and application in the five key areas of reading: phonemic awareness, phonics/word study, vocabulary, comprehension and fluency.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental involvement will consist of workshops presented by Ms. Carmen Nieves, the Parent Coordinator, Ms. Norma Ortega, Community Learning School Resource Coordinator and representatives of Lincoln Hospital. These workshops will be conducted beginning in September and ending in June. The parents will be notified of these activities in their preferred language. PS 18 will have The Translation Interpretation Unit translating these letters. Notifications will also be posted in the main office, cafeteria and dismissal exits. These workshops will be offered once a month from 9:00 a.m. to 10:15 a.m. to an audience of approximately 30 of our parents and will also be in their preferred language. During these workshops the parents will be provided with refreshments and educational incentives.

> Lincoln Hospital Health Fair and Parent Workshops

> Nutrition Workshops

> Cancer Awareness, Diabetes, Hypertension, and other health issues

> Common Core Standards, Special Reform, Title I Chancellor's Regulations, Helping your child succeed in school

> Professional Development on various topics related to Chancellor's Regulations

> Community topics of interest, educational trips and learning activities

> Fire Safety and CPR

> Safety and Gang Awareness

As a result of parents participating in these workshops, we expect to fortify their knowledge on these various topics so that they can be more equipped to participate in their children's educative process.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>07</b>	Borough <b>Bronx</b>	School Number <b>018</b>
School Name <b>John Peter Zenger</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Lauren Sewell</b>	Assistant Principal <b>Michelle Nelson</b>
Coach <b>Lakeesha Elliott</b>	Coach <b>Chasity Lora</b>
ESL Teacher <b>Janice Badal</b>	Guidance Counselor <b>Yolanda Miller</b>
Teacher/Subject Area <b>Jazmin Bernal/3<sup>rd</sup> Grade</b>	Parent <b>Kim Thomas</b>
Teacher/Subject Area <b>Lisette Sepulveda/2<sup>nd</sup> Grade</b>	Parent Coordinator <b>Carmen Nieves</b>
Related Service Provider <b>Susan Tineo</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>510</b>	Total number of ELLs	<b>119</b>	ELLs as share of total student population (%)	<b>23.33%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K    1    2    3    4    5  
 6    7    8    9    10    11    12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1		1								5
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	1	1	1	1	0	1	0	0	0	0	0	0	0	5

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	28
SIFE	2	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	2	2				1				2
Dual Language										0
ESL			20			6	1		1	1

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	2	2	20	0	0	7	1	0	1	3
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	9	13	16	13		11								62
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	9	13	16	13	0	11	0	0	0	0	0	0	0	62

\*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	2	8	9	13	7								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1		1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		3	2	2	2	1								10
<b>TOTAL</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>12</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>57</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8		3	1	1	7								20
Intermediate(I)		12	12	6	10	6								46
Advanced (A)	7	6	11	18	4	7								53
Total	15	18	26	25	15	20	0	0	0	0	0	0	0	119

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13				13
4	10	8	1	1	20
5	18	10	1		29
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13	0							13
4	5	7	5	1	2	2			22
5	14	8	6		2				30
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	1	2	4	2	8	2	22
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	13	6	12	12				
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use EDL (Evaluacion del Desarrollo de la Lectura), Writing on Demand and TCRWP (Running Records) to assess the early literacy of our ELLs. EDL is a Spanish assessment for bilingual classrooms used to track students' development of early literacy knowledge and skills. The assessment is designed to show educators where a child is making progress and where he or she may need further instruction.

The EDL kit is based on benchmarks, or standards, that every child should meet in Kindergarten and Grades 1, 2, and 3. These benchmarks are grounded in research and reflect the current New York State literacy standards. EDL is an early emergent formal assessment that contains skills of letter name and sound recognition, word awareness, timed fluency test, and various leveled stories with retelling strategies. The Writing on Demand assessment serves as a baseline to determine the student's writing strengths and weaknesses. The TCRWP is a running record that is used to determine the students independent reading levels. It helps inform the teacher of the guided reading, strategy groups and the differentiated instruction depending on the need of each student. Most of our students are at the approaching level based on the benchmarks or standards based on the early literacy skills.

The data obtained provides us with our ELL students' independent level on phonics, fluency and comprehension throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing.

This data drives our instructional plan based on the students' needs, and teachers are able to differentiate students' work, assessments and groupings.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The Bilingual Instructional Team analyzes student data and the patterns across proficiencies and grades. P.S. 18X has 119 students that were given the NYSESLAT or the Language Assessment Battery Test Revised(LAB-R). In Kindergarten, there were 8 beginners, 0 intermediate and 7 advanced students totaling 15. First grade had 0 beginners, 12 intermediate and 6 advanced students totaling 18. Second grade had 3 beginners, 12 intermediate and 11 advanced students totaling 26. In third grade we had 1 beginner, 6 intermediate and 18 advanced students totaling 25. Fourth grade had 1 beginner, 10 intermediate and 4 advanced student totaling 15 and in the fifth grade we had 7 beginners, 6 intermediate and 7 advanced students totaling 20. Of the 119 students that took the NYSESLAT or the LAB-R, there were 20 students in total at the beginner stage, 46 at the intermediate stage and 53 at the advanced stage. Based on the data provided by the graph, we can conclude that most of our students given the NYSESLAT or the LAB-R are at the advanced level of proficiency.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT modalities provides us with our ELL students' level based on reading, writing, speaking and listening throughout the year. The data also provides us with measurable benchmarks of academic growth in literacy for our learners and guides us towards differentiated plans of instruction for different levels of reading and writing.

This data drives our instructional plan based on the students' needs, and teachers are able to differentiate students' work, assessments and groupings.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The majority of the students on grades 3, 4, and 5 are at the advanced level in NYSESLAT which shows that the correlation between proficiencies and grades are about the same. Most of our ELL students prefer to take the exams in English. For example, 65 students took the math exam and only 18 took it in their native language and 47 of them took it in English. In the science exam, 22 students were tested and 8 of them took it in their native language while 14 of them took it in English.

PS18 does not administer the ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Currently, at PS 18X we use the following assessments, Evaluacion del Desarrollo de la Lectura (EDL), Foundations, Double Dose and TCRWP running records to gather data to help us guide instruction for ELLs within the Response to Intervention (RTI) framework. Once all of the data is collected, we then analyze it to determine what tier the students fall under and group them accordingly. Tier 1 instruction is provided by the classroom teacher, Tier 2 is provided by the RTI teacher (3X a week for 30 mintues) as a push-in program and Tier 3 is also provided by the RTI teacher (5X a week for 30 minutes) as a push-in program. Depending on the Tier the students are in, we then know what strategies and or programs we can implement based on the student's individual needs. Some of the strategies and or programs used are Reading A-Z.com, sight word recognition, comprehension strategies and decoding.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In our TBE program Math, Social Studies and Science are instructed in the native language. Math is taught through a workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grade to grade, that are aligned to the NYS Scope and Sequence. In our ESL push-in

program, the content areas are taught in English using sheltered instruction for second language learners. We use the ReadyGen program which provides scaffolded instructions for ELLs. Beginners and Intermediate students receive eight periods of ESL instruction per week and 2 periods of Native Language Arts, per week. Advanced students receive four periods of ESL and ELA instruction per week, as well as 1 period of Native Language Arts instruction. Throughout the content areas, teacher lessons are aligned with the six different types of scaffolds. This structure facilitates the interaction needed to help every student participate by enriching their language development.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

PS 18X currently does not have a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

PS 18 evaluates the success of our programs for ELLs by using informal and formal exams. We also can measure the success of our programs if we meet AYP for ELLs.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All students who enter the N.Y.C. school system for the first time fill out a Home Language Identification Survey (HLIS) in their native language to determine LAB-R eligibility. During the interviews for registration, parents are assisted with filling out school forms, including the HLIS. Parents of K-12 students received the HLIS form. Through an in-house consultation (informal oral interview), parents were guided through the HLIS survey with a trained pedagogue who is knowledgeable about the form in their native language. The pedagogue also interviews with the student to determine the home language as English or another language other than English. Once the licensed ESL Coordinator collects the HLIS from parents' the coordinator determines whether a language, other than English, is spoken in a child's home. The ESL Coordinator, who is a fully certified teacher in ESL, administers the Language Assessment Battery-Revised (LAB-R) test to the child within 10 school days of admission which measures the English language proficiency level. Children who score at or below the Lab-R cut score become eligible for state-mandated services for ELLs. For instance, if the child's native language is Spanish, and the child scored at or below proficiency on the LAB-R, he/she is tested with the Spanish LAB. The parents of those students who are eligible for state-mandated services are notified by the ESL Coordinator with an entitlement letter in their native language. The entitlement letter also informs parents about the parent orientation meeting. This entitlement letter is then filed and kept in the ESL Coordinator's room.

The parents have the opportunity to view the informational video on program offerings in their native language (Spanish, Arabic, French etc.). They are also given the choice to select the program. Identified ELLs, who are native Spanish speakers who scored at or below proficiency levels in the LAB-R, are given the option of placing their child in a TBE program. Identified ELL students who scored at or below proficiency levels in the LAB-R, who are not Spanish speakers, are placed in a monolingual class with ESL push-in services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

P.S. 18X provides two Parent Orientation Meetings for parents of newly enrolled ELLs; two sessions are offered at the beginning of the school year and another meeting is held mid-year. As new students enroll in the program, we conduct one-on-one meetings. During the meetings, parents are informed of the available programs offered to English Language Learners (Transitional Bilingual Education, Dual Language, and free standing ESL). An informational video of these three programs is shown. After viewing the video, the ESL Coordinator clarifies any questions or concerns parents may have with regards to the various programs. Once students are identified as ELLs, parents are given the opportunity to choose their program of choice. If the program they select is not being offered at our school, they are informed of their right to transfer to a school with that program and are provided a list of

schools which offer the program of their choice. Additionally, if our school does not offer the program that parents select, their child's name is placed on a waiting list along with the communities consent until there is enough of a demand (15 or more students) to open their program of choice at our school. Finally, the parents are guided through the selection process. In the event of a newly arrived student during the course of the year, the ESL Coordinator provide the orientation to the parents. Then parents are informed of the program choices available and assisted with the placement process. This process is done in-house. Parents who do not attend the orientations are contacted by phone, by our Parent Coordinator or ESL Coordinator to schedule a meeting, in which they receive the packet and information provided at the ELL Parent Orientations. In addition to viewing the video and attending the orientation, the parents receive pamphlets in their native language with frequently asked questions and answers regarding the presentation and ESL programs. During the Orientation, parents are assisted with filling out the parent survey and the program selection. The Parent Survey and Program Selection forms are filed and kept in the ESL Coordinator's room.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL Coordinator is the person who ensures that placement letters, entitlement letters and continued entitlement letters are distributed to parents informing them that their child is eligible for Transitional Bilingual Education, Dual Language or ESL. The ESL Coordinator sends the letters home in the parents' native language with the student. The student returns it to the classroom teacher, who then submits the letter directly to the ESL Coordinator and the letters are filed and kept in the ESL Coordinator's room.. The letter must have the parent's signature. Parent Surveys and Program Selection forms are distributed during the ELL Parent Orientation. During the orientation, the ESL Coordinator and the Parent Coordinator assist parents with explaining the forms, filling them out, and collecting them. If the Parent Selection forms are not returned, the parent coordinator contacts the family via telephone. If all attempts are made and parents/guardians cannot be reached, the student is placed in the Bilingual Transitional Educational program by default, if their native language is Spanish. For parents who choose the Dual Language program, we provide them with a list of schools in the district that offer the program and make them aware that we need the school community's request and consent for the implementation process to begin.

The parents have the opportunity to view the informational video on program offerings in their native language (Spanish, Arabic, French etc.). They are also given the choice to select the program. Identified ELLs, who are native Spanish speakers who scored at or below proficiency levels in the LAB-R, are given the option of placing their child in a TBE program. Identified ELL students who scored at or below proficiency levels in the LAB-R, who are not Spanish speakers, are placed in a monolingual class with ESL push-in services.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The ESL Coordinator administers the Language Assessment Battery-Revised (LAB-R) test to the child within 10 school days of admission which measures the English language proficiency level. Children who score at or below the Lab-R cut score become eligible for state-mandated services for ELLs. For instance, if the child's native language is Spanish, and the child scored at or below proficiency on the LAB-R, he/she is tested with the Spanish LAB. The parents of those students who are eligible for state-mandated services are notified by the ESL Coordinator with an entitlement letter in their native language. The entitlement letter also informs parents about the parent orientation meeting. This entitlement letter is then filed and kept in the ESL Coordinator's room.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to evaluate and determine levels of English proficiency, as well as madated services, ELLs are administered the NYSESLAT annually during the Spring. Each year the ESL Coordinator sends out the continued entitlement letters to the parents of ELLs who will continue to receive ESL services. Parents of students who tested proficient on the NYSESLAT receive letters of non-entitlement. These letters inform the parents that their child is no longer eligible for ESL/Bilingual services. We use the NYSESLAT scores to determine each ELL's language acquisition and development needs. For example, students that are at a Beginner level have a specific assigned curriculum to meet their English language needs and development. All ELLs in the ESL pull-out program who score at the Beginning and Intermediate level receive 360 minutes per week of ESL instruction, and advanced ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA as a language mandate. ELLs in the Transitional Bilingual Education Program (TBE) who score at the Beginning and Intermediate level receive 360 minutes of ESL instruction per week and 90 minutes per day of (Spanish) native language arts instruction; advanced ELLs receive 180 minutes per week of ESL instruction and 45 minutes of (Spanish) native language arts per day.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the past few years, Transitional Bilingual Education has been

the program of choice. For the past few years, based on the Parent Surveys that were completed, our school has had approximately 25 forms that indicated the TBE program as a primary choice and approximately 5 forms that indicated the free standing ESL program.

Program models offered at our school are aligned with parent requests because the parent's choice is the TBE program. We have one bilingual class per grade, in grades K/1 bridge class, 2, 3 and 5.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S. 18 offers the Transitional Bilingual Education (TBE) model for Spanish speaking ELL students and English as a Second Language (ESL) services to ELL students of other ethnic origins. The TBE model incorporates the student's native language and culture to allow students a successful transition to English in a bilingual classroom setting. ELL students in monolingual classes receive ESL through a push-in program by a certified ESL teacher.

Our Kindergarten through fifth grade classes are heterogeneously grouped. Based on NYSESLAT scores, ELLs in the ESL program are grouped by grade level as well as homogeneously and heterogeneously.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In both, the TBE and ESL programs, the mandated number of instructional minutes provided for our beginners and intermediate students is 360 minutes a week during our literacy block. Our advanced students receive 180 minutes a week during our literacy block.

In both programs, the focus is to equip the students with Second Language acquisition in the following four modalities: listening, speaking, reading and writing. The acquisition of the English language will be made possible by providing about 2 1/2 hours of daily literacy instruction using the appropriate strategies and methodologies. The use of the school-wide integration of a daily

balanced literacy program includes the following: Read Alouds, Shared Reading, Guided Reading, Paired Reading, Independent Reading, Language Exploration and Shared Interactive Writing. A print rich environment along with word walls in all academic content areas are visible in bilingual classes to support academic vocabulary in the content areas. Furthermore, the program, On Their Way to English will be used daily to support students' growth of the English language proficiency. Instruction in the content areas is provided in native language on a daily basis; beginners and intermediate students receive 90 minutes a day. Advanced students receive 45 minutes of native language instruction per day. In both the TBE and ESL programs, beginners and intermediate students receive 360 minutes per week during the literacy block. Our advanced students receive 180 minutes a week during the literacy block.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our TBE program Math, Social Studies and Science are instructed in the native language. Math is taught through a workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grade to grade, that are aligned to the NYS Scope and Sequence. In our ESL push-in program, the content areas are taught in English using sheltered instruction for second language learners. We use the ReadyGen program which provides scaffolded instructions for ELLs. Beginners and Intermediate students receive eight periods of ESL instruction per week and 2 periods of Native Language Arts, per week. Advanced students receive four periods of ESL and ELA instruction per week, as well as 1 period of Native Language Arts instruction. Throughout the content areas, teacher lessons are aligned with the six different types of scaffolds. This structure facilitates the interaction needed to help every student participate by enriching their language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to ensure that ELLs are appropriately evaluated in their native language, the EDL and the ELE is administered.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In both programs, the focus is to equip the students with Second Language acquisition in the following four modalities: listening, speaking, reading and writing. The acquisition of the English language will be made possible by providing about 2 1/2 hours of daily literacy instruction using the appropriate strategies and methodologies. The use of the school-wide integration of a daily balanced literacy program includes the following: Read Alouds, Shared Reading, Guided Reading, Paired Reading, Independent Reading, Language Exploration and Shared Interactive Writing. A print rich environment along with word walls in all academic content areas are visible in bilingual classes to support academic vocabulary in the content areas. Furthermore, the program, On Their Way to English will be used daily to support students' growth of the English language proficiency. Instruction in the content areas is provided in native language on a daily basis; beginners and intermediate students receive 90 minutes a day. Advanced students receive 45 minutes of native language instruction per day. In both the TBE and ESL programs, beginners and intermediate students receive 360 minutes per week during the literacy block. Our advanced students receive 180 minutes a week during the literacy block.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our SIFE students are serviced by the classroom teacher in specific homogeneous strategy groups, Imagine Learning English (software program) is scheduled daily for individual work. Foundations (researched based phonological program) is used during the word study block, 37.5 minutes tutorial -three days per week on ESL instruction, and student partnerships with dominant English speakers. Native language arts is the language of instruction in content areas of Math, Science and Social Studies.

Moreover, SIFE students with the home language of Spanish and are in the TBE program will receive native language instruction; the percentage of native language instruction will be based on their Lab-R or NYSESLAT scores. For students in the ESL program, native language support will be provided if needed and as available. Furthermore, SIFE students will have Native language arts instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies. We provide the students with instruction to ensure that their needs for basic social language, academic language and grade appropriate content is fulfilled.

Newcomers are serviced by the classroom teacher in specific strategy groups, implementation of Imagine Learning English online reading programs and student partnerships with dominant English speakers. We provide students with these programs because we want to ensure that their need for BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency) and grade appropriate content is fulfilled.

Our data indicates that the area of need for students with 4-6 years of instruction is reading and writing. ELLs with 4-6 years of instruction are placed in strategy groups based on reading levels and running record results, student and teacher conferencing anecdotes,

and writing baseline assessments. The following programs such as, Mondo's Book Shop and Safari programs for Intermediate and Advanced ELLs help with the implementation of these areas during our ESL push-in services.

In the event that our schools has long term ELLs they will be provided with close monitoring of small group instruction and the "Imagine Learning English" program, which serves as an individualized computer based program geared towards specific ELL instruction. Our long-term ELLs are also buddied with proficient speakers of English. Parental involvement is also a support used for our studetns, we include families as participants in school decisions, and parents are viewed as advocates for our children through PTA, CEC, and other parent organizations.

ELLs with special needs are serviced with an ESL push-in provider. Our ELLs with special needs receive SETSS and are serviced by a special education classroom teacher with strategy grouping for additional ELL support. Services are provided to address specific areas of need as per their IEP.

SIFE students will receive ESL as per CR Part 154 push-in services by the ESL teacher during the school day. In addition, SIFE students will have Native language instruction from their bilingual classroom teacher in content areas, such as Math, Science and Social Studies.

ELLs in our school with less than three years receive additional support and instruction through the Scaffolded Instruction and Language Conventions focus from the ReadyGen program to prepare students for ELA content. The units of study specifically consists of skills pertaining to the NYS ELA test.

Students who receive four to six years of services are going to be working with the "Imagine Learning English" program. The program provides students with individualized assignments/tasks and their language aquisition is monitored for progress. Students will have scheduled time to use the program in their classrooms.

Long term ELLs are serviced in smaller groups and will also be provided with close monitoring of small group instruction using the Imagine Learning English program, which serves as an individualized computer based program geared towards ELL instruction.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The teachers of ELLS-SWDs provide the students with graphic organizers and vocabulary that is at their individual grade level so that the students have access to academic content areas and accelerate English language evelopment.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All the providers meet together to strategically implement the diverse ELLS-SWDs needs within the least restrictive environment.

### Courses Taught in Languages Other than English

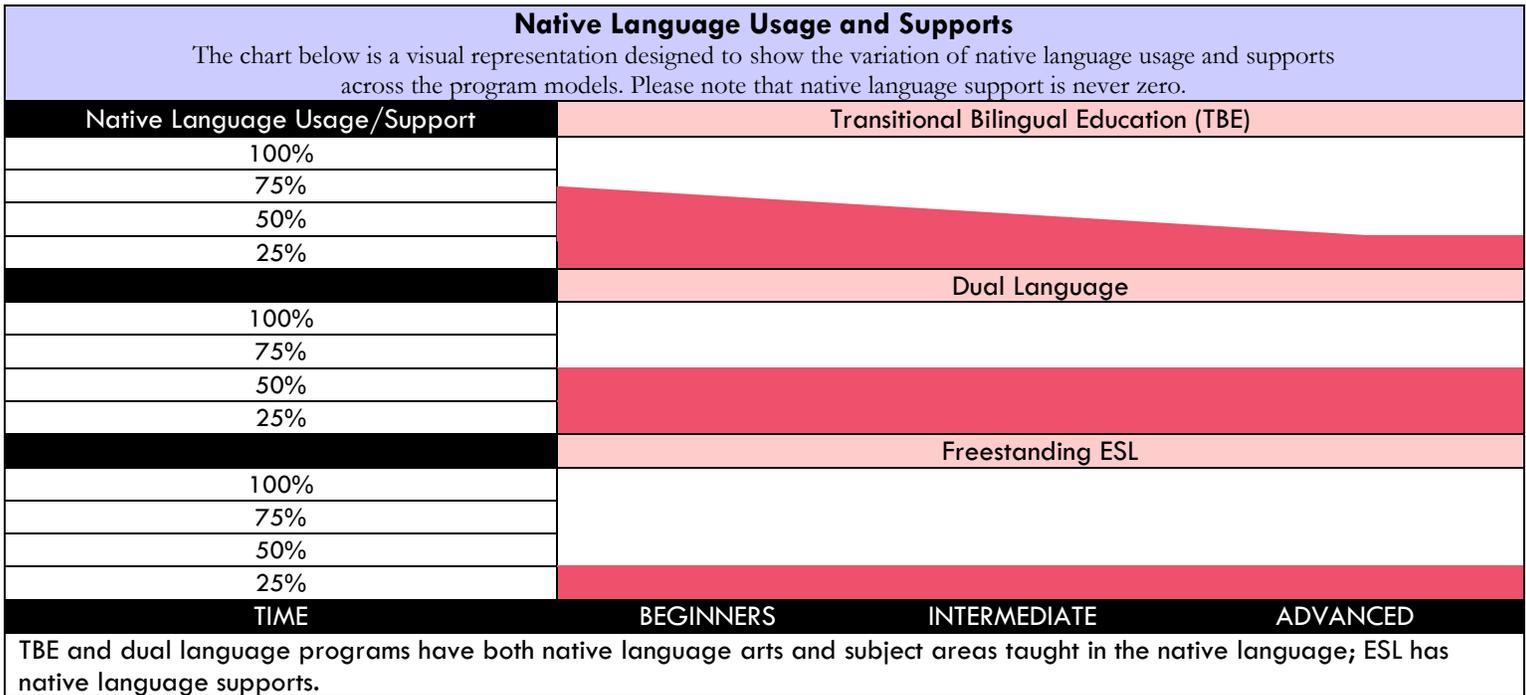
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Some of our targeted intervention programs that are in place to support ELA are Foundations, Imagine Learning English, Award, and Mondo. Foundations is a researched based phonics program that targets most of early emergent reading, comprehension, fluency, and sight word skills, while Imagine Learning English is a computer based instructional program that teaches students English and develops their literacy skills in an animated and fast paced timeline. Students receive one-on-one instruction through many engaging activities designed to meet their individualized needs. Award Reading Literacy program was selected to integrate technology successfully into every shared small group and independent reading experience. It provides comprehensive skills development with practice and application everyday through teaching text and technology in the five key areas of reading, phonemic awareness/phonics, vocabulary, comprehension and fluency. The Mondo including Reading Safari offers a variety of non-fiction and fiction texts that emphasis discovery and exploration: the program is full of fascinating facts, surprises, and adventure. The text selections offer students the opportunity to read fact and fiction on the same topic. Reading Safari includes magazines, encyclo-facts, and engaging fiction books, all relating to the same topics.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- By examining the patterns across the NYSESLAT exam, we noticed an increase of student's performance levels. This data provided us with reading, writing, speaking and listening levels throughout the year. The data also provides us with measurable benchmarks of academic growth across all content areas (including language development), and guided us towards differentiating our plans for different levels of learners.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, we are implementing the push-in model, the ReadyGEN curriculum and we will also work towards improving ESL services by implementing the Multi-Levelled Reader's Theatre program which allows students at different reading levels to build fluency through collaborative oral reading, which strengthens comprehension and vocabulary while enriching the content and genre studies.
12. What programs/services for ELLs will be discontinued and why?
- We do not have any programs or services for ELLs that will be discontinued this school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered a variety of after school academic programs, such as Title III Immigrant Programs and RBI. The Title III programs provide enhanced instructional opportunities for our ELLs as well as our non-ELL students. The RBI afterschool program also invites ELLs and non ELLs to participate in their program which offers students homework support during a part of the after school session, instructional support through the content areas and fine arts as well as sports. ELLs are also invited to attend Saturday Academy between the months of December and March which helps ensure that students are provided with enhanced instructional support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students are working with the Imagine Learning English computerized program that will teach, assess and monitor individually various levels of growth in the second language. Bilingual classrooms are equipped with resources in the content area to support student's native language such as smart boards, headphones and document cameras.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our TBE program Math, Social Studies, and Science are instructed in the native language. Math is taught through the workshop model. Science instruction is delivered through hands on experiments and recording logs using FOSS kits. Social Studies curriculum is derived from various units of study ranging from grades and guided by state's scope and sequence. In our ESL classes, students use additional support resource such as, pictionary, native language/English dictionaries, native language books/ textbooks and translations from the Imagine Learning English program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELLs have support services based on their grade and are grouped by NYSESLAT or Lab-R levels; such as, proficient, advanced, intermediate and beginners. There are several resources that we use to service our ELLs, such as, an ESL push-in program, the Scaffolded Instruction part of ReadyGEN and the Imagine Learning English program, a computer based program in which students are following specific activities based on age appropriate material. The Book Shop and Reading Safari from Mondo are supplemental programs that are also correlated with topics of interest for students' age.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELL students will participate in a parent/student orientation that will consist of a guided tour of the building. The

parents and students will become familiar with their surroundings and will learn about all the activities that take place at PS 18X.

18. What language electives are offered to ELLs?

Currently, we do not offer any language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

PS 18X currently does not have a Dual Language Program.

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Teachers take part in inquiry Teacher Teams that focus on various Literacy topics that include an ELL component. Additionally, teachers attend ESL professional meetings from the CFN network where they are exposed to different strategies and methodologies to implement during the Reading and Writing Workshops. The bilingual teachers meet every Friday for a 45 minute period to discuss and turnkey pertinent information. Teachers also conduct inter-visitations to other bilingual classes and schools for additional support.

Upper elementary grade students transitioning from our elementary to middle school are offered middle school information and presentations. Teachers and students are guided by the middle school liaison, counselors, and supervisors around the middle school application process.

Many of our staff members receive a minimum of 7.5 hours of ELL training by participating and attending numerous professional development workshops that are facilitated by ELL training specialists. Assistant Principals, Classroom Teachers (including subject area teachers), and Paraprofessionals that are provided with the ELL training plan for and present grade specific or school-wide ELL workshops for the rest of the staff and school personnel. Teachers also meet during common preparatory periods to plan and refine their teaching and delivery of instructional best practices. Other venues, may include teacher reflections, labsites -where activities practiced with students may be re-enacted in our school environment for professional development, on-going class inter-visitations and curriculum is differentiated for ELLs. School wide retreats and annual conferences are also offered. Additionally, teachers are offered summer institutes, study groups, and educational opportunities to be professionally developed. Agendas and sign-in sheets are kept on file as a way of maintaining record of the professional development being provided.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our parent coordinator offers a variety of information, outreach services and support for our parents and ELL parents.

Our school partners with several agencies and CBOs such as, EPIC (Every Person Influences Children) which offers a series of parenting workshops, Lincoln Medical and Mental Health Center, Learning Leaders, and other local social services and community based organizations which offers parent workshops that focuses on English as a Second Language. In addition, parents have the opportunity to attend the annual NYC DOE ELL Parent Conference where various workshops and conferences are offered in addition to resources, such as Spanish-English Dictionaries and home extensions to support success in school.

We evaluate the needs of our parents via parent surveys and feedback from parent workshops based on the community and patterns and trends of large samples.

Our parent coordinator offers one workshop per month for parents. All workshops are translated in Spanish by the parent coordinator and resources or informational packets are provided in our students' native languages as well. Workshops also focus on student academic needs, thus providing school and home connections for parents, such as homework help and curriculum extensions. The ARIS program is one of the parent workshops in which parents are trained to retrieve data and analyze data on student's academic development and progress. Parents are assisted by our parent coordinator in filling out student forms, technology systems, and facilitates bi-monthly needs based workshops, school curriculum informational meetings and parent outreach agencies and community based organizations. A monthly calendar informs parents what school wide, district-wide, city-wide events/activities are taking place. The calendar is issued in Spanish and English. When needed, we reach out to the DOE translation unit to address the language needs of all parents.

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Part VI: LAP Assurances

**School Name:** John Peter Zenger

**School DBN:** 07X018

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jasmin Varela	Principal		
Michelle Nelson	Assistant Principal		
Carmen Nieves	Parent Coordinator		
Janice Badal	ESL Teacher		
Kim Thomas	Parent		
Jazmin Bernal	Teacher/Subject Area		
Lisette Sepulveda	Teacher/Subject Area		
Lakeesha Elliott	Coach		
Chasity Lora	Coach		
Yolanda Miller	Guidance Counselor		
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 07X018 School Name: John Peter Zenger

Cluster: 02 Network: 204

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our school used the home language survey forms distributed during registration to gather the data necessary to assess PS 18's written translation and oral interpretation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

At PS 18, we have 110 families that speak Spanish, 8 families that speak Soninke and 1 family that speaks French and our written translation and oral interpretation needs are based on those languages specifically. We have very few low incident language needs. Most of our parents who speak one of those languages are assigned a translator. Translators are provided by Central staff.

The following list details how these findings were reported to the school community:

1. Leadership meetings
2. Letters sent home via backpack
3. School report card
4. Parent Teacher Conferences/Workshops
5. One to one orientation with Parent and ESL Coordinator

We also ensure that parents are aware of the translation services available and of their Bill of Rights. Signs are posted throughout the building,

in the main office, in the cafeteria and at dismissal exits.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

As in the past, our school will provide translation services through in-house school staff and parent volunteers. Our parent coordinator, who is bilingual, is always present at our meetings. Written translations are provided by our parent coordinator. Our parent coordinator and parent volunteers meet the everyday needs of our parents through oral and written translations.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Since the majority of our parents who are bilingual speak Spanish, we provide these services in-house by our parent coordinator.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All school letters and notifications are translated into Spanish which is the language the majority of our parents speak. We also provide translated documents in low incident languages, such as French. These translated documents are retrieved from the DOE website or through in-house translations. Furthermore, parents that need additional assistance are contacted by telephone and support is provided based on their individual needs.